

**AN ANALYSIS OF STUDENT'S GRAMMATICAL ERROR IN USING
TENSES IN WRITING NEWS ITEM TEXT AT FIRST SEMESTER AT
THE TWELFTH GRADE OF SMA N 1 BANYUMAS
PRINGSEWU IN 2019/2020 ACADEMIC YEAR**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

By:

AYU RIA WINDHARI :1311040214

Study Program :English Education

Advisor :Meisuri, M.Pd

Co-Advisor :M. Ridho Kholid, S.S., M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG**

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ABSTRACT

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN USING TENSE IN WRITING NEWS ITEM TEXT AT FIRST SEMESTER AT THE TWELFTH GRADE OF SMA N 1 BANYUMAS PRINGSEWU 2019 -2020 ACADEMIC YEAR

By:

Ayu Ria Windhari

The principle purpose of the study as follow: a) To find out the various kinds of errors of tenses in writing by the students of SMA N 1 Banyumas Pringsewu, b) To determine the frequencies and percentage of the error types in the students' errors in their news item text. The population of this study was 76 and sample of this study consist of 25 students. The various kinds of errors, the frequency and percentage of errors which analyzed were based on the Dulai's Theory which consists of nine types of errors and four causes of errors.

This research was conducted based on descriptive qualitative research analysis. The subject of the research were the students at the first semester of the twelfth grade of SMA N 1 Banyumas in academic year of 2019-2020. In data collecting technique, the researcher used documentation of students' daily test that was given by their English Teacher. Then the researcher analyzed the students' error in their sentence based on surface strategy taxonomy, they are omission, addition misformation and misordering.

The result of this research, the researcher found 82 incorect items. The propotion (frequency and percentage) of the students'errors in using simple past tense. Based on surface strategy taxonomy, the highest frequency error made by the students was misformation errors with 52 items or 63,41%, omission errors with 15 items or 18,29%, addition errors with 13 items or 15,85 %, and the last misordering errors with 2 items or 2,43%. Therefore, the common cause of errors occurred by the students developmental error.

Keyword : *Error Analysis, Graamatical Error, News Item Text, Writing, Surface Strategy Taxonomy*

DECLARATION

I hereby declare that this thesis entitled “An Analysis of Students’ Grammatical Errors in Using Tenses in Writing News Item Text at First Semester at the Twelfth Grade of SMA N 1 Banyumas Pringsewu in 2019/2020 Academic Year” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, Desember 2019
The Researcher

Ayu Ria Windhari
NPM. 1311040214





**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289

APPROVAL

**Title : AN ANALYSIS OF STUDENTS' GRAMMATICAL
ERRORS IN USING TENSE IN WRITING NEWS
ITEM TEXT AT FIRST SEMESTER AT THE
TWELFTH GRADE OF SMA N 1 BANYUMAS
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Student's Name : Ayu Ria Windhari

Student's Number : 1311040214

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**Was tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, The State University of Raden Intan Lampung**

Advisor

**Meisuri, M.Pd
NIP.198005152003122004**

Co-Advisor

**M. Ridho Kholid, S.S, M.Pd
NIP. 198505122015031004**

**The Chairperson of
English Education Study Program**

**Meisuri, M.Pd
NIP.198005152003122004**



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp (0721)703289

ADMISSION

A thesis entitled: **"AN ANALYSIS OF STUDENTS' GRAMMATICAL ERORRS IN USING TENSE IN WRITING NEWS ITEM TEXT AT FIRST SEMESTER AT THE TWELFTH GRADE OF SMA N 1 BANYUMAS PRINGSEWU IN 2019/2020 ACADEMIC YEAR"** By: **AYU RIA WINDHARI, NPM: 1311040214**, Study Program: English Education, was tested and defended in the examination session on: Wednesday, January 08th 2020.

Board of Examiners:

Chairperson : Iwan Kurniawan, M.Pd

(.....)

Secretary : Septa Aryanika, M.Pd

(.....)

Primary Examiner : Satria Adi Pradana, M.Pd

(.....)

Secondary Examiner : Meisuri, M.Pd

(.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 196408281988032002

MOTTO

QS. Al- Ankabut : 6

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ ۚ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ ﴿٦﴾

Meaning: “and if any strive (with might and main), they do so for their own souls: for Allah is free of all needs from all creation”.¹



¹ Depag RI, *The Holy Quran and Translation*, Surabaya: CV Penerbit Fajar Mulya, p.479

DEDICATION

This thesis is proudly dedicated to:

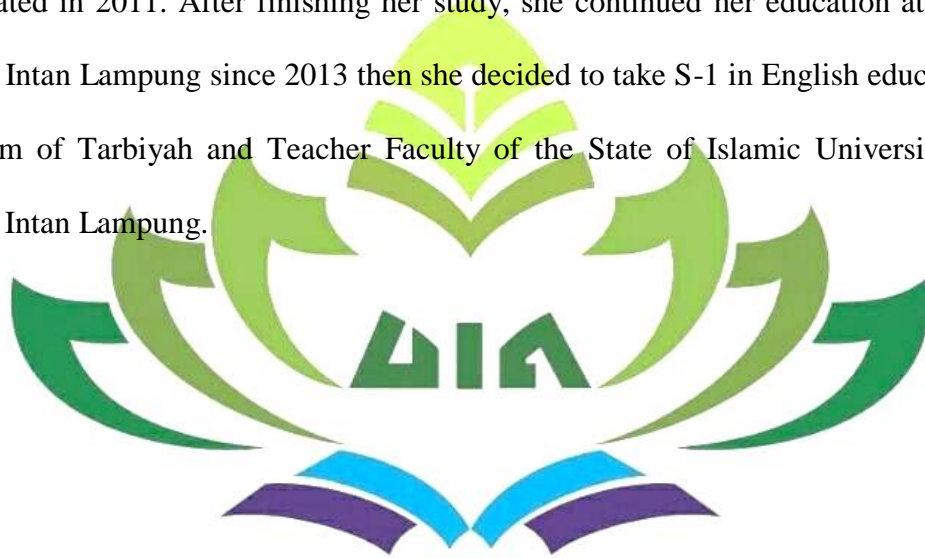
1. My beloved parents, Mr Asmudi and Mrs Wagini, who keep on praying for my success and after life.
2. My beloved brother Muhamad Rizal thanks for your motivtion
3. My beloved Husband Herdian, S.Pd thanks for your love, support and motivation
4. My little son Naufal Mahardika, make me happy every days.
5. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Ayu Ria Windhari. She was born in Sriwungu, on October 10th, 1993. She is the first child of two siblings of a happy Moslem couple, mr. Asmudi and Mrs.Wagini.

She started her formal education at Elementary School of SDN 1 Sinar Baru, Pringsewu and graduated in 2005. She continued her study to Junior High School of SMP N 1 Banyumas, Pringsewu and graduated in 2008. Having graduated, she continued her study to Senior High School at SMA N 1 Ambarawa, Pringsewu and Graduated in 2011. After finishing her study, she continued her education at UIN Raden Intan Lampung since 2013 then she decided to take S-1 in English education program of Tarbiyah and Teacher Faculty of the State of Islamic University of Raden Intan Lampung.



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Finally, none is perfect and neither is this final project. Any correction, comments, and criticisms for the betterment of this final project are always wholeheartedly welcome.

Bandar Lampung, December 2019
The Writer

Ayu Ria Windhari



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CHAPTER I

INTRODUCTION

A. Background of The Problem

The purpose of teaching English language at school is to develop the students' language skills. There are four major skills that should be mastered by students in learning English, namely listening, speaking, reading and writing. The four Basic English language skills are divided into two categories such as receptive skills and productive skills.² Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. Writing is one of the four language skills that very important to learn.

According to Ananda, Writing is not an easy task as it involves several processes every writer should take to write the many and various forms of writing.³ The researcher conclude Writing is very hard for the students to do because this activity requires them to create written product in which they demonstrate certain ideas structurally which involve not only the correct grammar, spelling, vocabulary and punctuation but also emphasize more on the discourse level. It means that teaching process does not focus on word by word or sentence by sentence but more on a text or a genre. The basic competency

²Javed, Juan & Nazli, *A Study of Students' Assesment in Writing Skills of the English Language*, International Journal of Instruction Vol. 6, No. 2. July 2013 p.130 [Online] Available: <http://www.e-iji.net>. Accessed on. 20/06/2019. at. 07:00 pm.

³Ananda, Rizki. Sofyan A. Gani & Rosnani Sahardin. *A Study of Error Analysis From Students Sentences In Writing*. Syah Kuala University. Banda Aceh, Indonesia. P.83. [Online] Available: <http://doi.org10.24815/siele.vli.1828>. accessed.on. 20/07/2019. at. 07:00 pm

that should be achieved in the writing English subject is the students have ability to develop and produce written simple functional text in the narrative text, procedures text, descriptive text and news item text.

In this case the researcher chose news item text in research. Sri Muryanti says News item informs the readers, listener or viewers about an event of the day, which is considered newsworthy or important.⁴ Teaching news item text is not always simple as most of people think. In writing news item text students are expected to write their written product grammatically, express their ideas and make conclusion as the steps to develop rhetorical devices in the written form. Those expectations force students find the difficulties such as how mastering vocabulary, arranging the structure of sentences in a good way and develop their ideas; moreover they get stuck in arranging the sentences well. Sometimes they create ineffective sentences and apply incorrect punctuation and spellings.

In writing, learners must concern at least five aspects of good writing are: content, Organization, grammar, word choice and mechanics. The students have a number of problems in their attempts to write; usually the students get difficulties in grammatical when they write. The students have problem with subject verb agreements, pronoun references, and connectors.⁵ There are examples errors in using grammar:

⁴ Muryanti, Sri. Developing Written News Item Text Materials for the Tenth Graders of Senior High School. Vol.6, No.1, June 2013 p.15 [Online] Available : <http://journalregister.iainsalatiga.ac.id>. Accessed on. 20/06/2019. at. 07:00 pm

⁵ Dr. Ibrahim Mohamed Alfaki, *University Students' English Writing Problems*, International Journal of English Language Teaching Vol.3, No.3. May 2015 p.45 [Online] available: <http://www.eajournals.org>. Accessed on. 20/06/2019 at. 07:00 pm.

A boy Hidden in Wheel well of Airplane Survived

➤ **Newsworthy Event:**

A 16-year old boy has survived a dangerous journey hidden in the wheel well of a(omission)airplane. It was a 5-hour flight from California to Hawaii.

➤ **Background Event 1**

The boy had run away from home and climb(misformation)(climbed) a fence at the airport in San Jose, California. He crossed the tarmac and crawled into the wheel well of Hawaiian Airlines flight 45.

➤ **Background Event 2**

According to BFI special agent Tom Simon, The boy quickly lost consciousness as temperatures in (the) (addition)compartment sank as low as minus 62 degrees Celsius below zero.

➤ **Background Event 3**

The boy got an apparent miracle. After he had been unconcious for most of the journey, the boy regained his consciousness about an hour after the plane landed on Sunday morning. Hopped the boy (The boy hopped) (Misordering) down from the wheel well. He started wandering around the airport grounds, where was spotted by ground crew.

➤ **Background Event 4**

The boy was turned over to local child protection officials. A medical exmination showed that he appeared to have been unharmed.

➤ **Background Event 5**

Since records began in 1947, about 100 wheel wekk strowaways are thought to have attempted to board flights. Around three-quarters of them died.

➤ **Source**

“our primaryconcern now is for the well-being of the boy, who is exceptionally lucky to have survived” Hawaiian Airlines said in a statement.

Writing uses a grammar-based approach integrated with communicative methodologies to promote the development of all language skill in a variety of ways. Grammar is partly the study of what forms (or structures) are possible in a language.⁶ So, without grammar mastery well it will be difficult for us in writing use to communicate in that language especially in writing. By mastering grammar, we can write in right form and able to transfer the message without getting misunderstanding.

Based on the preliminary of research conducted by the researcher on May 24th, 2018 at SMA Negeri 1 Banyumas Pringsewu, the researcher asked Mrs. Juwarsih, S.Pd as the English Teacher about the students' capability in mastering English, especially in their grammar. She said that most of students grammar ability as still lack, the students are still confused how to write news item, and the class condition was less interesting, so they often make mistakes in writing⁷

Based on interview with the English teacher of SMA Negeri 1 Banyumas Pringsewu, the researcher got some data of students' score. As a result, most of the students got low scores in written test. Most of them got the scores below the criteria of minimum mastery (KKM) at the school that is 70. It can be seen in the following table of students' score below.

⁶Jeremi Harmer, *How to Teach Grammar*: Fourth Edition, Pearson Longman: United States of Amerika. 2002, p.1

⁷Juwarsih, S.Pd., the English teacher at SMA Negeri 1 Banyumas, on may 24th, 2018, An Interview.

Table 1
Students' Grammatical Score of Written Test at The Twelfth Grade of
SMA Negeri 1 Banyumas in Academic Year

NO.	CLASS	SCORE		TOTAL
		≥70	<70	
1	XII.1 (IPA)	8	17	25
2	XII.2 (IPS)	13	14	26
3	XII.3 (IPS)	12	15	25
	TOTAL	33	65	76
	Percentage	34%	66%	100%

Source: English teacher in SMA N 1 Banyumas Pringsewu

Based on the data of preliminary research above the students were still low in understanding Grammar in writing news item. It means most of the twelfth grade students of SMA Negeri 1 Banyumas Pringsewu still had difficulties in their grammar.

Tere are some previous research studies about error analysis as follows: the first studies conducted by Novia Lestari *An Analysis of Narative Text* made by the Ninth Year Students of MTs Darul Amin in the Academic Year of 2014/ 2015. The result is omission 20 errors or 51.8%, addition 1 errors or 2.56%, regularization 9 errors or 23.07%, and misformation 9 errors or 23.07%.⁸

Secondly, Nur Choironi discusses about *An Analysis of Students' Grammatical Error in Writing Descriptive Text based on Surface Strategy Taxonomy* in the Academic Year of 017/ 2018. The result that is omission of verb that consists of 128 or 16.10%, the second is addition of preposition that

⁸Novia Lestari, *An Error Analysis of Narative Text made by the Ninth Year Students of MTs Darul Amin*, S1 Thesis. Palangkaraya: the State Islamic College of Palangkaraya, 2014. [Online] Available on: digilib.iain-palangkaraya.ac.id. accessed on: July 22th 2018 at 09.35 PM

consists of 56 or 7.04%, then the third is misformation of verb that consists of 584 errors or 73.46%, and the last is misordering of phrase that consists of 27 or 3.40%. It can be inferred the highest frequency of errors is misformation which consists 584 errors or 73.46% and the lowest is misordering which consists 27 or 3.40%.⁹

Based on the previous studies, the first previous research analyzed the error of narrative text and the second previous research analyzed the grammatical error of descriptive text. Meanwhile the researcher analyzed the grammatical errors in writing News item text in this thesis. Referring to the statements above, the researcher is interested in analyzing the students' grammatical error in using tenses in writing news item. Therefore this research entitled: *"An Analysis of Student's Grammatical Error in Using Tenses in Writing News Item Text at first semester at twelfth grade of SMA Negeri 1 Banyumas Pringsewu in 2019/2020 academic year"*

B. Identification of The Problem

Based on the background of problem above, the researcher can identify the problem follow:

1. The students grammar mastery need to be improved.
2. Students find differentiated must correct tenses in writing news item.
3. The students find difficulties in writing news item.

⁹Nur Choironi, *An Analysis of Student's Grammatical Errors in Writing Descriptive Text based on Surface Strategy Taxonomy*, S1 Thesis. Lampung: Universitas Lampung, 2017. [Online] Available on: digilib.unila.ac.id. accessed on: July 22th 2018 at 10.36 PM.

C. Limitation of The Problem

In this study, the researcher focus on an analisis of students' grammatical error in using simple past tense in writing news item based on suface strategy taxonomy.

D. Formulation of The Problem

Based on the identification and limitation of problem above, the researcher formulates the problem as follow:

1. What types of errors are made by the students in using simple present tense intheir writing news item based on surface strategy taxonomy?
2. What are the proportions (frequency and percentage) of errors are made by the students in using simple present tense in their in writing News Item text based on surface strategy taxonomy?

E. Objectives of TheResearch

1. To find out the various kinds of errors of tenses in writing which are make by the students of SMA N 1 Banyumas Pringsewu.
2. To determine the frequencies and percentage of the error types in the students' errors in their news item text.

F. Uses of The Research

It is hoped that the result of the research can be used as:

1. Information for English Teachers, it can help them in teaching and learning activities and it is also gives solution for them how to analyze students' errors in writing in order to give good feedback for the students.

2. For the students, it is important for them to be more careful in writing because writing is not only put the ideas on paper but also have to pay attention more in grammatically, so that the students are able to write well.
3. For the writer, it can be something to be researcher and to find the solution, strategy or method for the students in order to decrease the errors.
4. And the last for school, it gives more information about the students' background in their school why they did the errors then it can follow up this problem.

G. Scope of The Research

1. Subject of the Research

The subjects of the research was the students at the first semester of the twelfth class at SMA Negeri 1 Banyumas Pringsewu.

2. Object of the Research

The object of the Research was the student's grammatical errors in using tenses in writing news item.

3. Time of the Research

The research was conducted at the first semester in 2019/2020 academic year.

4. Place of the Research

The research was conducted at SMA Negeri 1 Banyumas Pringsewu.

CHAPTER II

FRAME OF THE THEORIES

A. Concept of Error

In learning and teaching languages errors have the important role. By knowing the error the students can learn their errors they can do better in the future, for the teacher it can be used to improve the way of teaching if it is needed. In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between mistake and errors.

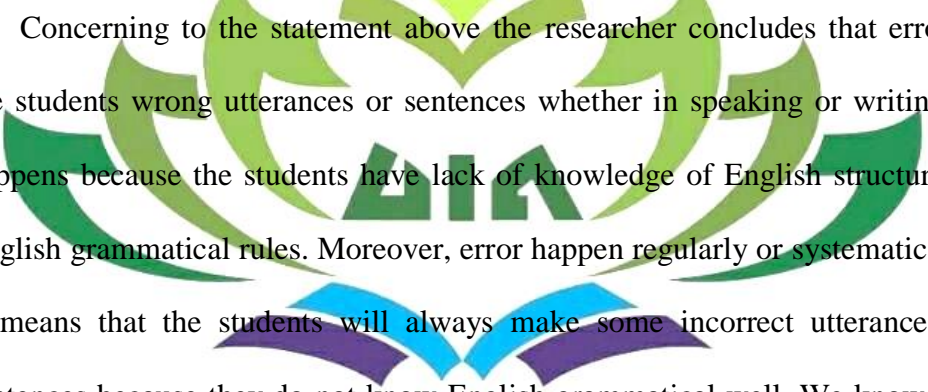
According to Dullay, errors are the flawed side of the learner speech or writing and they deviate from some selected norm of mature language performance.¹⁰ Furthermore, there is another definition of error. According to Brown, a mistake refers to a performance error that either a random guess or a “slip” it means that it is a failure to utilize a known system correctly and error is a noticeable deviation from adult grammar of native speaker, reflecting the language competence of the learner.¹¹ According to James, error as being an instance of language that is unintentionally deviant and is not self-correctible by its author. A mistake is either intentionally or unintentionally deviant and self-correctible.¹² Theoretically, error and mistake are two different phenomena.

¹⁰ Maria Burt, Stephen Krasen and Heidi Dullay. *Language Two*. Oxford University Press: New York. 1982. p.138

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching: fifth edition*, New York: Pearson Education, 2007, p. 226.

¹² Carl James, *Errors in Language Learning and Use*, England: Longman, 1998, p. 78.

Errors occur when the students cannot identify what is correct and incorrect. Mistake is the wrong use of language, but the students know the correct form of its rules. Mistake can be corrected by them himself, while error cannot be self corrected because the students may not be aware that they make the error and needs help from others to correct the error. The systematic error called “errors” means that this is wrong condition the learners made without realizing it. They do not know whether it is wrong or not. Non systematic error called “Mistake”, means that the learners have known the rule in making sentence but of the certain condition of the learners such as miswriting, fatigue. So that they made wrong we can say that the learners know if the sentence is wrong.



Concerning to the statement above the researcher concludes that error is the students wrong utterances or sentences whether in speaking or writing. It happens because the students have lack of knowledge of English structure or English grammatical rules. Moreover, error happen regularly or systematically. It means that the students will always make some incorrect utterances or sentences because they do not know English grammatical well. We know that mistake happens non-systematically. The learner can correct the mistake soon. When students be aware that they have made mistake, they can correct their utterance soon.

B. Concept of Error Analysis

In learning and teaching process, the errors are done by the students can be used by the teacher to measure how far the students understand of the material.

It become a very good input and will useful for the teacher who will be an English teacher to keep on trying in analyzing a part of material that the students are confused. According to Ananda error analysis is significant for teacher to find out the progress of their students and for researchers to learn the nature of language learning as well as for the students to better know the correct usage of the target language.¹³

Yang states that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.¹⁴ It is inevitable when students make an error in process of language learning. Fundamentally, learning is a process that involves the making of mistakes, errors, misjudgment, etc. So that is why students make errors in the process of acquiring a new language because students find many different language characteristics in their own mother tongue. However, it is important for the teacher to recognize the errors. Thus, students will not repeat or minimize in making an error.

Error analysis is technique to analyze the students' error in learning process. According to brown " Errors analysis is the fact that the learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner led to surge of study of learners' error".¹⁵ Based on the statement above the writer conclude

¹³ Rizki Ananda, Sofyan A Gani, RosnaniSahardin. *Op.Cit.* p.84

¹⁴ Wenfen Yang, *A Tentative Analysis of Errors in Language Learning and Use*, vol. 1, no. 3, may 2010, p. 266.

¹⁵ H Douglas Brown. (2007) *Principle of Language Learning and Teaching*. Third Edition, New York: Prentice Hall Regents,Englewood Cliffs. p.259

that errors analysis is an effort to observe, classify and analyze the students' errors, it also expresses that the teacher will guide the students to avoid the errors. Ofcourse the teacher and the students need to study hard.

C. Classification of Error

Dullay states that error can be classified into four types namely:¹⁶

a. Linguistic Categories Taxonomy

It classifies errors according to either or both the language component. Language component include: phonology (pronunciation), syntax and morphology (grammar), semantics and lexion (meaning and vocabulary) and discourse (style).

b. Surface Strategy Taxonomy

This category it highlights the ways surface structures are altered in systematic and specific ways. For example, learners may omit nessessary items of add unnecessary ones. They may misform items or misorder items. By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlies the learners reconstruction of the new language or language being learned, it also make us aware the learners errors result from their active way in using the interim principles to produce the target language. Under this category, error can be classified into four types: omission, addition , miforation & misordering.

¹⁶Marina Burt, Stephen Karsen and Heidi Dulay, *Op.Cit.* p.9

Learner's errors in this type are based on some logic as the result of their use of in term principles to produce a new language. This category includes some types of errors, such as omission, addition, misformation and misordering.

A. Omission

Omission is characterized by the absence of items that must appear in well formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: noun, verb, adjectives and adverb.

Example:

The fried rice ready to eat. (incorrect)

The fried rice is ready to eat. (correct)

B. Addition

The opposite of omission is addition. Addition is characterized by the presence of item which should not appear in well formed utterance.

Example:

Naufal always sweep helps his father in the morning. (incorrect)

Naufal always helps his father in the morning. (correct)

C. Misformation

Misformation is characterized by use of wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. There are three type of misformation errors:

1. Regulation errors

The errors which happen in this category are those in which a regular marker is used as a place of an irregular one and commonly in the comprehension of grammar.

Example:

They are my childs. (incorrect)

They are my children. (correct)

English has different rule of the form of irregular noun. Other example word is “mouse”. It will be replaced by “mice” in an irregular plural noun.

2. Archi-forms

When the learner makes an errors in which the member of the class forms to represent other in that class of certain function, it is called archi-forms. For the example:

This is she cake. (incorrect)

This is her cake. (correct)

It is wrong in representing pronoun. “she cake” to be “her cake”.

3. Alternating forms

This error is caused by the archi-forms often gives way to the apparently fairly free alternation of various members of class with each other.

Example:

Do you have a milk? (incorrect)

Do you have any milk? (correct)

D. Misordering

Misordering is characterized by the incorrect placement of a morpheme of group of morpheme in an utterance.

Example:

I know who the glass put on the table. (incorrect)

I know who put the glass on the table. (correct)

c. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparasions between the structure of L2 errors and certain other types of contructions.

d. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on aspects of errors themselves, the communicative effect classification with errors from perspective of their effect on the listener or reader. It focuses on distinguishing errors that seem to cause miscommunication and those that do not.

In this research, I use surface strategy taxonomy for correct errors made by students. Dullay states that there are four classification of error analysis based on the surface strategy taxonomy.

D. Concept of Grammar

In learning English as a foreign language, students need to master grammar. By mastering grammar the students will be able to write sentence in English correctly. James E purpura states in his book assesing Grammar is

defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.¹⁷ Brown states that grammar is the system of rules governing the conventional arrangement and relationship of word in a sentence.¹⁸

Grammar is most important if we want to master English well. If we can use grammar well we can mastering four English skills such as listening, reading, speaking and writing. Beside that, we also will be able to speak in English and to communicate with others by using English. It is a fact that different people have different language and different system that is called grammar. It means that each person has his or her own language and that person also has different system or ways in applying it.

E. The Concept of Tenses

According to Kroeger, in analyzing grammar book states that tense refers to the grammatical expression of the time of the situation described in the preposition, relative to some other time.¹⁹ Furthermore greenbaum states that tense is a grammatical category referring to the time of the situation, the tense is indicated by the form of the verb.²⁰ Oxford learners dictionary "tenses is verb form that show time of the action present, pas and fututre. Hornby says It

¹⁷ James E. Purpura. *Assesing Grammar*. United Kingdom: Cambridge University Press. 2004. p.6

¹⁸ H. Douglas Brown. *Principles of English Language Learning & Teaching*. Fifth edition. New York: Pearson Education. 2007.p.362

¹⁹ Paul R. Kroeger. *Analyzing Grammar An Introduction*. (Cambridge: cambridge University Press. 2005. p.148

²⁰ Sydney Greenbaum & Gerald Nelson. *An Introduction to English Grammar*. second edition. London: Pearson Education. 2002. p.55

mean that tense is one of important aspect in Learning English, because when the students or learners have understood the tense well they can make correct sentences.²¹ And it will influence the learners to make they have abreviation to speak with others. Without mastering the tenses well, the students cannot it aranging the sentences. And also in witing they will make many mistakes in tenses so they have to master the tenses well if they want to have good witing. There are 16 tenses in English but in this reseach the researcher only focus on one tenses.

1. Simple Present Tense
2. Present Continuous Tense
3. Present Perfect Tense
4. Present Perfect Continuous Tense
5. Simple Perfect Tense
6. Past Continuous Tense
7. Past Perfect Tense
8. Past Perfect Continuous Tense
9. Simple Future Tense
10. Future Continuous Tense
11. Future Perfect Tense
12. Future Perfect Continuous Tense
13. Simple Past Future Tense
14. Past Future Continuous Tense

²¹ Hornby, A.S. 1995. *Oxford Advance Learners' Dictionary*. London: Oxford University Press.

15. Past Future Perfect Tense

16. Past Future Perfect Continuous Tense

In this research, the researcher will focus to analyze error in Simple Past Tense based on surface strategy taxonomy.

F. Concept of Simple Past Tense

In addition Parrot stated the simple past is one of the tenses which use to refer to completed events, states, action, consider that the event, state or action took place within a finished period of time.²²

Finally, it can be concluded that simple past tense tells about expressions of past time when an action was completed without indicating any connecting with the present.

The pattern of simple past tense:

The simple past tense uses the form of past tense verb (usually added by –ed in regular verb).

Affirmative (+): Subject + verb II + object

Example: I walked to school yesterday.

I bought a new car three days ago.

Negative (-): Subject + did not + Verb I + Object

²² Martin Parrot, *Grammar for English Language Teachers, Second Edition*, Cambridge: Cambridge University Press, 2010, p. 219.

Example: I did not walk to school yesterday.

I did not buy a new car three days ago.

Interrogative (?): Did + subject + verb I

Example: did I walk to school yesterday?

did I buy a new car three days ago?

The simple past tense also uses be; was and were.

Affirmative (+): subject + was/were + complement

Example: Sinta was sick yesterday

They were absent a week ago

Negative (-): subject + was/were + not + complement

Example: Sinta was not sick yesterday

They were not absent a week ago

Interrogative (?): was/were + subject + complement

Example: was Sinta sick yesterday?

Were they absent a week ago?

G. Concept of Writing

One of the basic problems in foreign language teaching is to prepare students to be able to use the language. Writing as one of the four skills (listening, speaking, reading, and writing) has always been part of the syllabus in the teaching of English. It is kind of skill that needs much practices. Writing is one of communication tools that use in indirect communication. It means that the people can communicate with other without any face to face communication, in writing we need much exercise of practice regularly.

Harmer states that in the teaching of writing we can either focus on the product of that writing or on the writing process itself.²³ Siahaan says “The written productive language skill is called writing”.²⁴ Meanwhile to Mc Kay, writing is both a process a product.²⁵ It is the skill of a writer to communicate information to a reader or group of readers. Writing is used to express our idea, opinion, thinking, and etc. in the written form. When we talk about writing we will discuss about other skills because we should be able to master the basic knowledge such as grammar and vocabulary to create good writing.

H. Concept of News Item Text

In senior High School, there is a news item text that should be taught, According to Agia, a News Item text is a text that is usually used to inform readers about events of the day which are considered newsworthy or important. It is often found in newspaper, videos, television to tell about great, important,

²³Jeremy Harmer, *The Practice of English Language Teaching*:Fourth Edition, Pearson Longman, Englaand, 2007, p.325

²⁴Sanggam Siahaan, *The English Paragraph*, Yogyakarta: Graha Ilmu, 2008,p.2

²⁵ Penny Mc Kay. *Assesing young language learners*. Cambridge: cambridge university press. 2008. P.245

interesting, tragic, entertaining, or fresh incident or events that all people should know about it.²⁶

Djuharie states in English there are many kinds of genre of the text. Each of these has its own characteristics and functions. Students should have knowledge of these texts. The example below is the genre of the texts.

1. Descriptive
2. Report
3. Explanation
4. Hortatory Exposition
5. Discussion
6. Procedure Text
7. Review
8. Narrative
9. Spoof
10. Recount
11. Anecdote
12. News item
13. Analytical Exposition.²⁷



²⁶ Mufi Agia, Aryuliva Adnan. *Teaching Listening News Item Text by Giving News Videos WH Question to Senior High School Students*. FBS State University: Padang. 2013., p. 88

²⁷ Otong Setiawan Djuharie. *Essay Writing*. Bandung: Yrama Widya. 2019. p. 174

a. Language Future of News Item Text

Essay news items is an essay which has content that tell the event or content that is deemed worthy events know public-laden news”. It is mean that a news item is a real event of the day and the event are considere newsworthy or important.²⁸

News item have language future, there are:

- **Headline** : headline is simple information or event.
- **Action verb** : action verb is adverb which show the event or activity,

Example (innagurated, signed, killed and etc).

- **Saying verb** :saying verb is adverb, example (said, witnessed, told and etc).

b. Generic Structure of News Items Text

The generic structure of news item, there are:

- **Newsworthy event**: newsworthy item is main idea
- **Background event** : (elaboration event, person, place and other).
- **Sources** : testimony of event, opinion from person and etc.

²⁸ Ibid, p.174

Example of news item text:

A boy Hidden in Wheel well of Airplane Survived

➤ **Newsorthy Event:**

A 16-year old boy has survived a dangerous journey hidden in the wheel well of a (omission) airplane. It was a 5-hour flight from California to Hawaii.

➤ **Background Event 1**

The boy had run away from home and climb (misformation)(climbed) a fence at the airport in San Jose, California. He crossed the tarmac and crawled into the wheel well of Hawaiian Airlines flight 45.

➤ **Background Event 2**

According to BFI special agent Tom Simon, The boy quickly lost consciousness as temperatures in (the) (addition) compartment sank as low as minus 62 degrees Celsius below zero.

➤ **Background Event 3**

The boy got an apparent miracle. After he had been unconcious for most of the journey, the boy regained his consciousness about an hour after the plane landed on Sunday morning. Hopped the boy (The boy hopped) (Misordering) down from the wheel well. He started wandering around the airport grounds, where was spotted by ground crew.

➤ **Background Event 4**

The boy was turned over to local child protection officials. A medical exmination showed that he appeared to have been unharmed.

➤ **Background Event 5**

Since records began in 1947, about 100 wheel wekk strowaways are thought to have attempted to board flights. Around three-quarters of them died.

➤ **Source**

“our primaryconcern now is for the well-being of the boy, who is exceptionally lucky to have survived” Hawaiian Airlines said in a statement.

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